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Teaching Plan: Acne Prevention for Teenagers

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Acne Prevention for Teenagers

Acne is a skin condition that happens when an individual's hair follicles persevere with oil and other dead cells. Fabbrocini & Cacciapuoti (2018) stated that acne results in whiteheads, pimples, and blackheads. The condition is more common to teenagers. Although it can also occur to individuals of all ages, acne has substantial effects on patients, including causing emotional distress and scar on the skin. Food and Drug Administration (n.d) stated that 80% of individuals between eleven and thirty years have a skin disorder outbreak at some point in their life. Thus, proper prevention is vital in helping teenagers stop the immense effects.

Learning Needs Assessment

Teenager or adolescents is the population that requires education. The adolescent is in the critical development stage, and most people are under peer pressure with limited information regarding their health. Also, teenagers are the population that has a high chance of getting acne due to hormone changes. Miller (2014) stated that to develop a nursing plan, an evaluation of the patient should happen by realizing the background, acquaintances on the topic, what they expect to learn, the levels of understanding, and the learning style that will fit the client's needs.

Educational Theory

The best education theory used in teaching this population is pedagogy: Miller (2014) defined pedagogy as the art and science of educating children. The people to be taught are teenagers ranging between thirteen and nineteen years, and their mental abilities are still developing. In this theory, the instructor is liable for enhancing the value of the learning experience through improving the content to be learned, the time of learning, and the assessment of concepts. Therefore, teenagers are a vulnerable population because they can obtain information about acne in different places; thus, creating a compact learning plan is essential.

Learning Style

The teenage population that requires this education are between eleven to nineteen years; therefore, they are under generation Z. this generation is born between 1995 to 2012. Miller (2014) stated that the generation is more involved with technology and has access to information on the internet. Since the generation can easily access the internet, it has provided it with different learning styles than other generations because they can use web-based tools. Also, this generation refers to interactive learning, including online presentations and group work.

Readiness of the Learner

Before beginning the learning plan, it is vital to consider the client's readiness involving their capacity and need to get information. For example, teenagers can abstract reasoning; however, they cannot make proper judgments because their minds are still developing. Also, teenagers are going through puberty and face several physical and mental variations resulting in self-esteem challenges and anxiety. Therefore, they need to be informed of the effects they can get, particularly the issues they do not know.

Learning Objectives

The objectives are essential in guiding the client through the learning plan and evaluate if they understood the ideas and concepts. Miller (2014) claimed that the learning objectives help learners navigate in several areas of the education plan and if the outcome for the course or program has been achieved. Acne prevention will utilize the ABCD (Audience, Behavior, condition, and degree) format in developing the objectives. Teenagers are the audience, and they reasonably need to change their behavior to avoid acne conditions.

Learning Outcomes

The learning results help realize if the learner acquired the relevant knowledge and apply them after the course. Therefore, as Miller (2014) stated, the outcomes will mirror the acquaintances, skills, and processes that can aid in attaining the patient's needs. Furthermore, a nurse should play a significant role in educating patients to understand acne and measure their outcomes. Consequently, in this case, the patient outcome is to recognize the benefits of acne prevention.

Client Education Plan

Short-Term Goal: The client recognizes causes of acne and benefits of preventing it.

Long-Term goal: The client will practice acne prevention strategies.

Learning Outcome	Learning Objectives	Content	Teaching Strategies & Instructional Materials	Time	Evaluation
The patient will recognize the causes and effects of acne and the benefits of preventing it from occurring.	Cognitive: The patient will explain the causes and effects of acne, including what triggers or worsen it. Also, they will realize the myths that surround acne disease and identify risk factors for acne.	The content will comprise understanding an overview of the skin condition, risk factors, and myths surrounding the illness. Other content includes causes to identify the prevention methods.	The one-one discussion will be used with the patient concerning what acne is and its effects on the skin, and how it can be prevented. The nurse will provide pamphlets on what patients should be aware of, such as the types of oils and things that can trigger acne.	40 minutes	Assessment will comprise of asking questions such as what are the causes and effects of acne? And How can you avoid peer pressure on the use of oily lotions in your teenage?
	Affective: Communicate how they feel concerning acne condition and the	The content will comprise information from other teens who have been severely	A video presentation will be used, including pictures indicating the effects of acne from teen individuals and	30 minutes	Assessment will be based on observing the clients when they watch the video presentation and

	complications, recognize the causes and create plans on how they can avoid the cause of acne.	affected by acne and providers that have a proper understanding of the condition. Also, the content will constitute other teens that managed to prevent acne from occurring.	doctors explaining acne prevention methods.		filling a survey. Also, the patient will be evaluated by repeating the information in the manifestation and asking them questions to see if they understood.
	Psychomotor: They are developing a practice plan on how the teens can avoid things that can cause acne and creating a timeline for not using the items, such as greasy substances and skin friction.	Teens use varying languages; therefore, the content will comprise using different languages used by teenagers and varying methods to converse with friends concerning acne.	The teaching strategy will allow the client to have a role-play situation and provide reasons for not participating in factors that can cause acne.	30 minutes	It will be evaluated by requesting the patient to provide examples of what they may say to other teens involved in trigger acne.

References

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